

OBJECTIVES

- To think about what harms the local environment.
- To consider how to protect and look after the local environment.

RECOMMENDED TEXT

One World Michael Foreman

WHOLE-CLASS INTRODUCTION

- Discuss the cover with the class. Have they been rock-pooling and collected a small world of sea life in a bucket?
- Begin to read the story. Look carefully at the illustration of the rock pool. How many kinds of creatures can the class see? How many kinds of weed? Can the children see the feathers and the blob of oil?
- Do the children think a shrimp is less important than a whale?
- The children take everything from the pool to make their tiny world. Only the oil and feathers are left. Discuss the illustration. Is the rock pool spoilt?
- The children tip back the sea life and take away the oil, feathers and old tin. Look carefully at the illustration with the children. Can they see any other signs of pollution? If all children helped to keep the environment clean, would it make a difference?

GROUP/INDIVIDUAL WORK

- Ask the children to write a diary entry from the boy or girl's point of view showing what he/she did at the rock pool.
- Imagine the children are on holiday at the seaside. Ask them to write a postcard to a friend telling him/her about the special rock pool.
- Suggest the children devise a poster to put up at seaside resorts to persuade people to take their rubbish home with them? What sorts of picture images could they use? What sorts of words would convey a strong message?
- Make a picture chart of the different kinds of pollution that spoil the sea, e.g. litter, oil, sewage, chemicals. Page 61 from the Photocopiable Resource Sheets provides support for this activity.
- Use the vocabulary list to make a glossary for the book. Can the children arrange the words into alphabetical order – can they also spell them? You could ask the children to write and print their glossary using the computer.

PLENARY

- Can the children tell you which of the things the children in the book took from the rock pool were natural and which were pollutants? How many other ways can the natural environment be spoilt?
- Ask the children to suggest ways of protecting the school environment and the local area (disposing of litter properly and recycling as much of it as we can, taking care of the gardens, not letting dogs foul parks and paths, etc).

VOCABULARY

world	creatures	clear water	pollution
starfish	oil	seaweed	shrimp
whale	rainbow	spoiled	smoke
poisoning	safe	tide	sea anemones

CROSS-CURRICULAR LINKS

- **Science:** Find out about seaside animals and plants. Think about what belongs to sea, land and sky. Show your findings in a lift-the-flap book.
Investigate food that comes from the sea. What are shellfish? What is samphire? What is a fish farm?
- **Art:** Make collage pictures of seaside scenes, incorporating shells, sand, paper flags, sandcastles and pebbles. Make seascapes using only shades of blue and green. Use rollers and swirling paint strokes to create the impression of movement.
- **Music:** The children could use seaside objects to make sounds. Try lidded tubs containing sand, pebbles or small shells to be used as shakers. String shells or dry seaweed together to make rattles. Scrape a beater along a large scallop shell or gently tap two together. Use the instruments to make the sounds of the sea.



Pollution (2)

OBJECTIVES

- To understand the importance of protecting the environment.
- To recognise that selfishness is a threat to the environment.

RECOMMENDED TEXT

I Know an Old Lady

Anon

I know an old lady who killed all the grass,
To build a by-pass she killed all the grass.
She killed all the grass as well as the fishes,
She killed all the fishes as well as the trees,
She killed all the trees as well as the spiders,
That wriggled and jiggled and tickled beside her.
She killed all the spiders that ate all the flies;
Perhaps she'll die.

I know an old lady who polluted the air,
She didn't care!
She polluted the air —
Sh-e-e-'s no longer THERE.

I know an old lady who killed all the flies,
I don't know why she killed all the flies;
Perhaps she'll die.

I know an old lady who killed all the spiders,
That wriggled and jiggled and tickled beside her.
She killed all the spiders that ate all the flies,
I don't know why she killed all the flies;
Perhaps she'll die.

I know an old lady who killed all the trees,
What a wheeze!
She killed all the trees.
She killed all the trees,
As well as the spiders,
That wriggled and jiggled and tickled beside her.
She killed all the spiders that ate all the flies,
I don't know why she killed all the flies;
Perhaps she'll die.

I know an old lady who killed all the fishes,
Tasty dishes!
She killed all those fishes as well as the trees,
She killed all the trees as well as the spiders,
That wriggled and jiggled and tickled beside her.
She killed all the spiders that ate all the flies,
I don't know why she killed all the flies;
Perhaps she'll die.

WHOLE-CLASS INTRODUCTION

This is a reworking of the famous rhyme with a more serious environmental theme. Enjoy saying the original with the class before you read them this new version. There is an illustrated version for support on page 62 of the Photocopiable Resource Sheets.

- What differences between the two versions have the children noticed? (Instead of the old woman swallowing the flies, spiders, birds, etc, she killed them in this new version).

- Notice the rhyming words and lines, such as trees/wheeze and fishes/dishes. What do these lines mean? What is a wheeze, for example? Why do the children think the old lady killed all the trees, fish and grass? Was she being greedy or selfish? What does the line, 'Sh-e-e-'s no longer THERE' mean? Why is the word 'there' written in capitals?

- Explain to the children what a by-pass is.

GROUP/INDIVIDUAL WORK

- Challenge the children to make a picture version of the rhyme showing the old woman killing the flies, spiders, trees, fish and grass or polluting the air.

- Pairs of children could work together to compose another stanza. This should have an environmental/pollution theme. For example they could begin with the lines, 'I know an old lady who poisoned the sea/nothing left for little old me'.

- Another small group could work together to draft a letter to the old lady asking her why she killed all the flies, spiders, trees, fish and grass.

- Perhaps other children could write the reply. What sort of old woman did she turn out to be: funny, greedy, selfish?

- Ask a group of children to consider and note down their ideas about how exactly the old lady polluted the air.

PLENARY

- Would the children describe this version of the rhyme as a nonsense poem?
- What is the poet trying to get us to understand?
- Ask the children for their ideas on how people's greed and selfishness can affect the environment.

VOCABULARY

wheeze	spiders	flies	trees
fish	pollution	selfishness	greed

CROSS-CURRICULAR LINKS

- **Science:** Use the natural things mentioned in the rhyme to help children with classification – which of the things the old lady killed can be put into headings such as Animal, Plant, Insect, etc? Ask them to add others and record their findings in a simple chart.
- **Art:** Let the children draw, paint, collage or make a picture of their choice called 'Pollution'. They should decide on an idea and then consider which would be the most suitable medium to get their ideas across strongly.

FOLLOW-UP ACTIVITIES

- Visit a local park, river or beach. Look for signs of pollution. Make lists of things to do to clean up the area or to help to keep it clean. If appropriate clean it up! Page 63 from the Photocopiable Resource Sheets provides support for this activity.
- The rock pool in *One World* is like a complete world for the creatures and plants that live in it. Can the children think of any other 'biospheres' like these? Think about goldfish in a bowl, a pond or river, an ant colony or a beehive.
- Inspired by the little old lady poem, can the children list and illustrate pairs of rhyming words on a pollution theme? For example, fumes/blooms, litter/bitter, noise/toys.
- Find out about environmental disasters such as oil slicks, chemical spillages and nuclear waste accidents. Write them up as newspaper reports.

CIRCLE TIME

- Say the word 'shell' to the children, showing them how you can keep a steady rhythm. Point to each child in the circle until all the children are chanting 'shell'. Try making the sound swell and fall away again like waves breaking.
- Enjoy learning and performing the old and new versions of *There Was an Old Lady*. Take turns to say different lines and couplets in a range of voices with everyone joining in with the refrain:

'I don't know why she killed all the flies; perhaps she'll die'.



HOME ACTIVITIES

- Go on a 'pollution hunt' at home or in the local community, e.g. parks, shopping centre. How many potential pollutants can the children identify, e.g. litter in the garden or park, car fumes, aerosol sprays, etc? Page 63 from the Photocopiable Resource Sheets provides support for this activity.
- Ask the children to bring in something they have collected from a visit to the seaside. Talk about these as a class and classify the objects: are they from the sea, land, sky or manmade? Use as a display.
- Ask the children to investigate the ways in which their families create pollution. Can they compile a list of potential pollutants such as chimneys, waste and car exhaust fumes? The children could then work with a parent or carer to determine ways in which they can reduce the pollution they create.

ASSEMBLY IDEAS

- The children could perform 'The Little Old Lady' poem in both versions.
- They could dramatise a story set in a rainforest, or a story about a giant tree.
- Bring in a jar or small tank of water from a garden pond or river. Talk about all the life that you can see in the water. Have any of the children got ponds? Can they describe what they have seen in their ponds?

Now ask the children to imagine being a tiny creature in the pond water. Think about the delicate balance that is needed to maintain life.

Talk to the children about the thoughtless ways in which we can pollute such environments and share ideas about how we can protect them.

Share ideas for making your school more environmentally friendly. Offer a prize for the best 'clean up our act' idea.

Tell the children that you will return the water, and the life in it, to the pond or river.